



Bâtissons ensemble

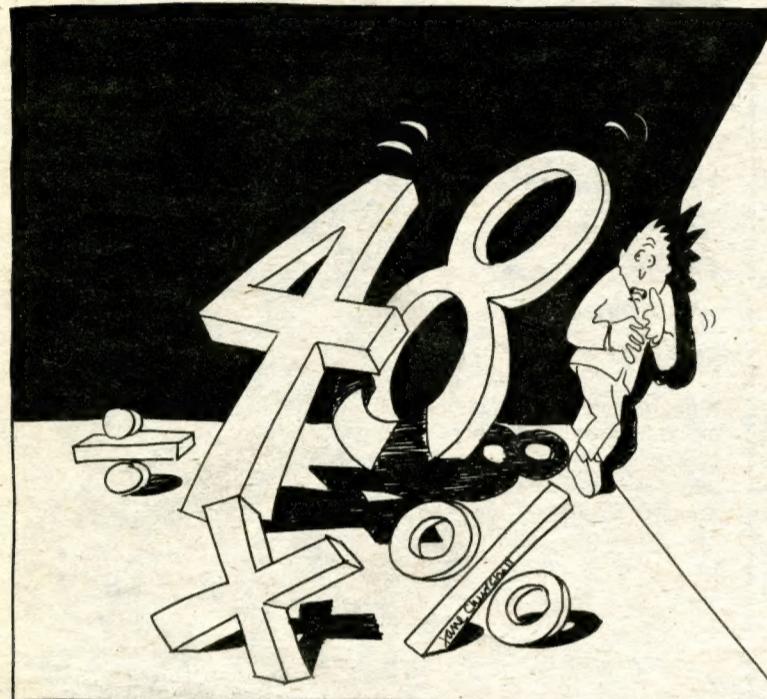


Building together

Concordia University, Montreal, Quebec

Volume 7 Number 25
March 29, 1984

The Thursday Report



Fighting the math blues

Math prof Mary Brian organizes workshops to ease math anxiety

By Simon Twiston Davies

Did you fly into a rage, sulk or just hold your aching head the last time you tried to work out a simple fraction or percentage?

If you did, don't feel bad. Quite a lot of people turn into intellectual jello when working on math problems, according to Mathematics professor Mary Brian.

Brian terms this mental distress "math anxiety," and says the symptoms "are like those for other anxieties or phobias. The typical victim suffers from sweaty palms, shallow breathing and more often than not from an inability to think in a normal and logical fashion."

"The victim makes arithmetical and computation errors which under other circumstances they wouldn't make at all. Somebody who is good at bridge or is pretty nifty at working out batting averages or perhaps while cooking can easily work out two-thirds or three-quarters of a cup of flour will, nonetheless, go to pieces when presented with a formal math problem."

Brian first became interested in math anxiety about three years ago when she was on sabbatical. She attended a three-day workshop in Washington at the Institute for the Study of Anxiety in Learning.

Along with Guidance counselor Diane Atkins and Mathematics professor Ron Smith, Brian

has run workshops for students who suffer from overwhelming panic at the sight of formal math. The workshops, which take place over a five week period in the summer and last for two hours, See ANXIETY page 3

Senate approves A. & S. restructuring

Sizeable opposition, however, still apparent

By Danny Kucharsky

In a narrowly approved decision (17-14) Concordia University Senate voted last week for the implementation of the "Breen documents" on the internal restructuring of the Arts and Science Faculty, (see March 8, 1984 TTR).

The decision to restructure the Arts and Science Faculty follows years of discussion on the matter. In January 1983, the Arts and Science Faculty Council, in the context of its discussion of the Fahey Report, agreed that the faculty should be maintained and that there be one Dean and one Vice-Rector, Academic. It was also agreed that the Divisional structure as it now exists should be abolished.

On March 2nd of this year, the Arts and Science Faculty Council voted to recommend that their Faculty be headed by a single authority called the Provost, that there be three Vice-Provosts responsible for the areas of Humanities, Social Sciences and Natural Sciences and that there be three Associate-Provosts responsible for Curriculum, Student Affairs and Faculty and Staff Development.

After a lengthy meeting Friday, Senate approved the Arts and Science Faculty Council recommendations by a few votes, with the later provision that the name Provost be changed to Dean.

However, before this decision was reached, serious opposition to the plan was voiced. Professor Tannis Arbuckle-Maag, Chairman of the Psychology Department, saying that the plan was "simply not workable", revealed that there is no support within Division II (Applied Social Science, Economics, Education, Geography, Political Science, Psychology, Religion, Sociology and Anthropology) for the internal restructuring scheme. "You do not design a system in a council of 50 members," she said.

June Chaikelson, Dean of Division II said that the Arts and Science Faculty Council did not represent the faculty on the issue.

Professor Arthur Broes, Chairman of the English Department compared the restructuring formula to "a two-headed animal going in two different directions."

Professor Sean McEvenue (Theological Studies) questioned whether Senate had a grasp on the issue and argued that it merited further debate.

However, others expressed their support for the restructuring plan including Don Taddeo, Dean of Division I and Professor Charles Giguère (Engineering) who said that it "looks administratively workable, at least on paper."

In another decision, Senate agreed to the creation of a new position: Vice-Rector, Research. It was successfully argued that a Vice-Rector, Research will improve the quality and quantity of research work done at Concordia and will facilitate relations with industry and government agencies.

As noted by Giguère, Concordia currently has no presence in the policy formation of higher government. "One needs input in the highest levels," he said.

John Daniel, Vice-Rector, Academic said that Concordia must take advantage of the many research opportunities that are opening up. Although Concordia See SENATE page 7

Serving academia & the community

A look at the Applied Social Sciences Department

By Steve Maron

Concordia's Department of Applied Social Science (APSS) is small, but it exerts an influence on the community disproportionate to its size. Although the 10 full-time and 20 part-time faculty are quite busy dealing with over 700 students, they still find time to work extensively with the social service, educational and business organizations of Montreal.

The full-time faculty members serve as directors of the department's active arm, the Centre for Human Relations and Community Centre. Virtually all of the department's part-time faculty are practitioners in the fields of counselling, family life education, community development, social service and administration. The department has been consistent in hiring people who do what they teach.

The aim of APSS is the develop-

ment of effective human relationships, and this often means change. And that is the focus of the program, according to APSS chairman Dorothy Markiewicz. "Change in the individual, change at the group level and change at the organizational and community level is what we're interested in," she said.

Moreover, Markiewicz continued, the department is involved in training people who see themselves as likely to become agents of change. "Part of the training is to bring people to a level of high awareness about themselves and their role as agents of change."

Markiewicz pointed out that "their concepts of themselves as agents of change is different from what traditional models of change have been. They are taught to take into account that they are going to cause a reaction in any organization they go into.

They are not to present themselves as all-powerful beings who enter into an organization, set all that organization's problems in order, put smiles on people's faces and then disappear."

Rather, she stressed, the department encourages its students to act as 'facilitators', people who ensure that the locus of power is in the person, group or system being changed. In a counselling environment, there is collaboration between the person or system being changed and the agent.

"It is not the counsellor who is changing the client, it is the client or client-system who is doing the changing. The responsibility is put in the hands of the client or the client-system."

This externalized process of change in the community is a reflection of how the department functions internally. Just as cli-

ents are urged to take responsibility for their own change, departmental programs encourage students to take responsibility for their own education.

Facilitative structures

The department does this by providing facilitative environmental structures where students are directed to appropriate experiential and educational resources. It also gives them a helpful framework for conceptualizing experiences and furnishes a forum for the discussion of all these things to bring about the integration of their experience and learning. Thus, ideally everyone can pursue what is especially relevant to their personal and professional development.

One of the ways students can do this is through the Department See APSS page 4

Objects to letters criticizing Taddeo

To the Editor:

In response to issues taken against Dean Taddeo's statements of redistributing of resources (TTR - March 22), I would like to point out that both letters advocate the opinion of faculty members and don't adequately voice the underlying feelings of students.

Many students, including myself feel overtones of resentment and antagonism between campuses. Just reading the responses to Dean Taddeo's statements, one can see that some faculty members look upon our

west-end campus as "no man's land." If negative feelings between our campuses persist, eventually students will feel alienated from within their own university — a totally unacceptable situation considering both campuses are within the same university.

Even though Dean Taddeo's reasons for better distribution of resources between campuses differ, his ideas do offer an equitable solution to this dilemma or at least an interesting alternative.

Domenic Pappadia
CUSA Board of Directors

Taddeo arguments muddled

To the Editor:

Dean Taddeo has raised a swarm of contentious issues in his recent interview with your paper. The emotions come through loud and clear but not so the facts and rational arguments. Even after repeated reading they remain elusive.

In my opinion, the facts on which he bases his arguments are often missing, muddled or irrelevant; even granting the facts, it is impossible to see how the arguments proceed from those facts; worst of all, not only is it impossible to see how he reaches his conclusions but it is by no means clear what those conclusions are. As these are issues that may well determine our survival, they deserve the closest scrutiny.

In a central argument Dean Taddeo divides Concordia students into two equal groups. In the first 50% he places those whom he feels have "allegiance" to neither campus, do not live near either and therefore come to Concordia exclusively for particular programs regardless of their location.

This seems to be argued for on the grounds that the members in this group either come from outside the province or are French. Then turning to the remaining 50% from English CEGEPs it is concluded that: "It's logical that a good part of the remaining group of students who do come from the city also come here for specific programs." Where's the logic of that?

Even the comments on the French and those from outside the province were mere conjecture; but why should the French not live near one of our campuses or have "allegiance" to one of them? Why should students from out of town be presumed to have contacts within the city, no preferences to where they live or how far they commute? Might not where one works be one of the elements he overlooks? Or the city's system of transportation?

Even as he spoke the government was passing a decree to

raise the fees of 20% of the total he presented, which would whittle it down. Such is the reliability of such statistics. We should be prepared for further shrinkage as we may be at the high tide of enrolment; and improvement in the economic situation would probably reverse the recent improvement in enrolment which has been so significant across Quebec.

Statistics not relevant

Basically even the statistics he cites are not relevant to Arts and Science specifically because they include all the high-profile, career-oriented, government-encouraged programs and Faculties such as Engineering, Commerce and Fine Arts. Some are virtual local monopolies which attract French and English equally. Most of the programs in Arts and Science are in a totally different situation.

Several practical things can be done to get the facts. When I was chairman of the English department at Sir George Williams before the merger, I organized a fairly large survey of our students to find out why they had come to us rather than to Loyola or McGill. The majority of students cited location and flexibility of program as their main reasons. The facts can be got.

Just how strong a program is can be assessed by its history when transferred from one campus to another. I seem to remember Commerce moved some courses to Loyola, how did they thrive? Again, wasn't a course in African history moved from one campus to another with a dramatic improvement in enrolment? Why, after all, is Commerce not entirely at Loyola? If program is the overriding consideration this would seem to be as viable a location for them as anywhere else.

To turn to another of Dean Taddeo's key arguments: "If the downtown campus — located only blocks away from McGill — continues to be perceived as the



The philosophy of astronauting

To the Editor:

I was delighted to read the comments of Ernest Joos regarding the recent appointment of Maurice Cohen as Associate Vice-Rector of Research. As Joos himself stated, "most of the time my opinion carries no weight."

But even a distinguished philosophy professor ought to think before writing about the unknown. Otherwise he himself could not be subjected to the law of gravitation.

I found amusing that my honourable colleague believes that "in the vacuum the law of gravitation does not exist." I wonder if that was the topic of his doctoral dissertation.

But in 1984 even a philosopher ought to realize that an astronaut flies at several kilometers per second above his "department level where the action is." That is a lot of kinetic energy which could be released easily upon impact.

I invite Joos to visit other places at Concordia to appreciate the requirements of research. Maybe then he might realize why we need a dedicated full-time administrator for research.

Serge Gracovetsky
Electrical Engineering

heart of Concordia, we won't be leaving ourselves very many options in the event the government pushes for more collaboration and/or actual integration of programs between the English language universities. A more balanced distribution of resources between the Loyola and downtown campuses would help ensure that we would be in a more — rather than less — advantageous position. It is as simple as that."

That's simple? I don't have the slightest idea what it means. Let me try to analyse it. First we have two hypothetical points ("if the downtown campus continues to be perceived as the heart of Concordia" and "in the event that the government pushes for more collaboration"). The whole argument seems to be that a merger with McGill would be better for Concordia if about half the resources are at Loyola. I just don't follow.

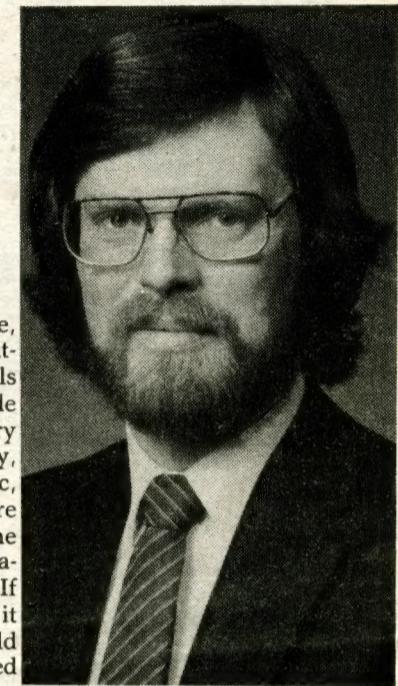
As Dean Taddeo stresses programs throughout he must be referring to the heavies, Commerce, Engineering and Fine Arts. But then that doesn't seem to be what he is trying to say. I See MORE LETTERS p. 6

Profiles

By R. Bella Rabinovitch



Garry Milton
*Manager,
Information
Systems Services
Group*



Charles Belanger, AV

Ever since the Renaissance, much importance has been attached to those individuals whose activities cover a wide range of interests. For Garry Milton computer technology, photography, sports, music, psychology and literature are all necessary elements in the appreciation and implementation of modern living. If Leonardo were alive today, it is not unlikely that he would consider Milton as a kindred spirit.

Milton's home base at the University is the computer centre on the tenth floor of the 1440 St. Catherine Street building. Acting as both Manager for the Information Systems Services Group (ISSG), and project leader for the admissions system, Milton has been and still remains the pivotal person in the University's acceptance and reliance on computer technology.

In the late sixties, marks were still entered on students' records in ink. Today that antiquated system has been replaced by what many fear and fail to understand, the Mighty Computer. Since 1972 Milton has attempted to assuage that fear by initiating systems within the University and educating those people directly involved, so that their subsequent elation will spread until there are only a handful of resisters.

Milton's first encounter with the administrative side of the University was in 1967, when as a commerce student he was hired by the registrar's office during the summer months. Though he later transferred to Carleton University, graduating with a degree in psychology in 1972, Milton continued to spend summers in Montreal learning the intricacies of the University's administrative system and how to make it function efficiently.

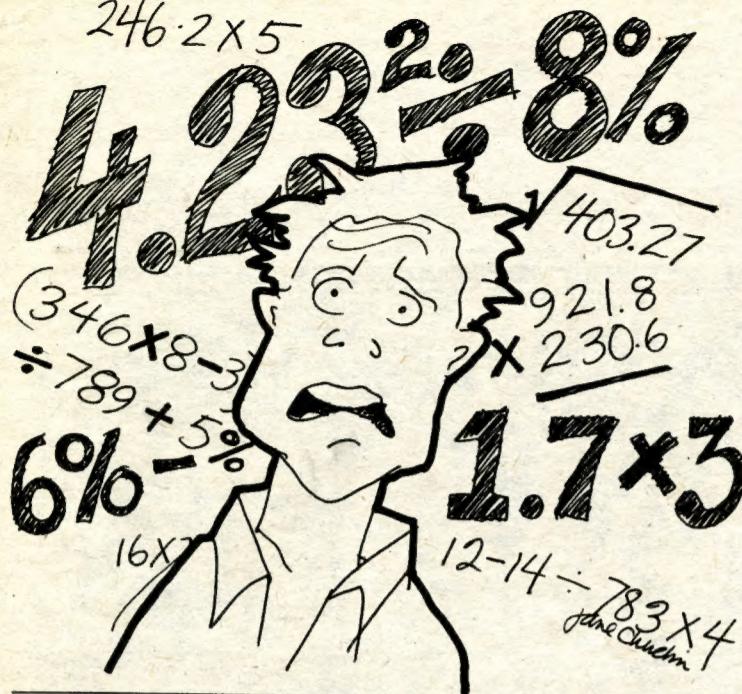
In 1972 Milton was hired on

a full-time basis by the registrar's office. At that time the University was taking tentative steps towards the development of a computerized record system. Milton's task was two-fold, first to evaluate the existing methods to see how they could be improved and to pave the way for a revolutionized training, took courses and read "like crazy" to meet the challenge.

Since that period there has been no looking back. Sir George Williams merger with Loyola brought about significant changes and the need for a more complex system. This coincided with the steady advancement of computer technology. Milton has kept abreast of the changes gaining added responsibilities and respect.

Milton, musing over the last twelve years, states, "there has been three or four distinct changes, new system and locations, all of these factors have kept it fresh and exciting." Milton's enthusiasm is a precious asset to the University. He is sent regularly to talk to CEGEP students in the Career Plus programme about perspective employment in this fascinating sphere.

Milton's tenacity helped him complete last year's Marathon race. It also aids him to live in this ever changing world with a rare degree of wit and comfort.



15th Canadian Student Film Festival Awards

The 15th Canadian Student Film Festival ended Sunday evening with the awarding of prizes to the winners. The 43 short and feature-length films presented during the Festival were very successful and were warmly applauded by the public.

The Jury responsible for choosing the winners was made up of 5 personalities from the motion picture world: Anne-Claire Poirier, filmmaker and Ina Warren, film critic as well as James Card, cinema historian, Laurent Gagliardi, film critic, and André Mongeon, director of acquisitions at Radio Canada. The prizes were given by the National Film Board.

The Jury gave the following awards:

The Norman McLaren prize (1st prize), a value of \$1,000 : to "Room to Rent" by Annie O'Donoghue from Simon Fraser University. The film deals with a conflict among boarders in a rooming house.

Jury's Prize, a value of \$400 : awarded to Bachar Chbib from Concordia University in Montreal for his two films "Or'd'ur" and "Betsy". The first film deals with the world of male prostitution in Montreal while the second deals with transsexuality.

Best Fiction Award, a value of \$400 : given to the film "The Roomer" by Attila Bertalan from the University of British Columbia.

Best Documentary, a value of \$400 was given to "Under the table" by Luis Osvaldo Garcia and Antonio Venturi from Ryerson Polytechnical Institute. This film takes a sensitive look at the lives of two Latin American illegal immigrants.

Best Experimental Film, a value of \$200 each, went to two films, : "From a whisper...to a scream" by Stephen Campanelli from Concordia University and to the "The Dragon" by Stefan Pleszczynski from Simon Fraser University.

Best Director went to two directors: Attila Bertalan for his film "The Roomer" (University of British Columbia) and Michael Pacek for his film "An

Empty Case of Blues" (Ryerson Polytechnical Institute).

Best Photography went to Gerald L'Ecuyer, Steve Reizes and Andrew Nevard for their work on the film "Part Two of the Critical Years: The Dexter Reports" directed by Gerald L'Ecuyer (Concordia University).

Best Editing went to Peter Weyman and Richard Taylor for their work on the film "The Leahys: Music Most of All" directed by Peter Weyman (York University).

Best Soundtrack was given to Stefan Pleszczynski and Simon Purcell for their work on the film "The Dragon" directed by Stefan Pleszczynski (Simon Fraser University).

Best Actress went to Wendy Darling in the film "The Roomer" directed by Attila Bertalan (University of British Columbia).

Best Actor went to Paul Scriven in the film "An Empty Case of Blues" directed by Michael Pacek (Ryerson Polytechnical Institute). For information, call: 879-4349.



NEXT WEEK
Highlights of CUFA contract

March 29, 1984 THE THURSDAY REPORT Page 3

ANXIETY

Continued from page 1

usually are attended by 15 to 18 students.

"The function of the workshops," explains Brian, "is to build up a measure of confidence and to try and remove the students' sense of panic. We steer them into areas — bridge scores, hockey or whatever — in which they are comfortable working out math problems."

At the beginning of a workshop Diane Atkins explores the phenomenon and tries to encourage the students to relax, to monitor their feelings in order to be aware of the moments when they start feeling anxious.

It is after this that Brian takes over with some very elementary mathematics. "We fashion our approach from an adult point of view," says Brian. "We try to persuade the students that there are not as many formulae as they think. We show them that there is room for trial and error.

"After all, a poet, a historian or a psychologist doesn't come up with the perfect draft or answer at the first attempt. There is just as much pacing the room, unnecessary cups of coffee and general time wasting in mathematics as in anything else.

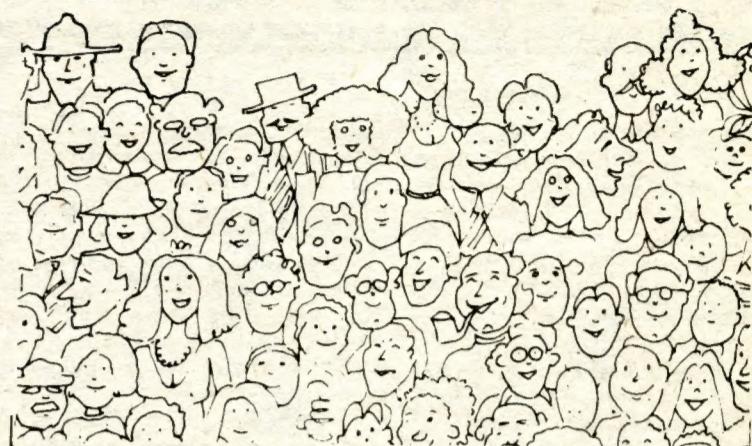
"A certain amount of math involves making an estimate," she adds.

When asked about the root causes of the fear of figures, Brian says, "Math anxiety is rather like a social disease. It is easily communicated and often first strikes at either elementary school or early on in secondary school, usually at the hands of an insensitive teacher.

"After all," she continues, "most elementary school teachers are not math specialists and more often than not are weak in that subject and may even suffer from math anxiety themselves. The students quickly pick up their distaste for mathematics. Often arithmetic exercises are given as punishment, which is hardly the way to imbue a love for math."

Another contributing cause of math anxiety is that youngsters solve problems at different speeds, and teachers are often impatient with slow finishers. Brian does not know why problem-solving abilities can vary so widely in individual children.

A good indicator of how necessary the math anxiety workshops are, according to Brian, is in the introductory math courses which attracts mature students returning to university who haven't done any formal math perhaps for 30 years. To their horror, they find a certain level of mathematics is required for their Commerce or Psychology courses. Often the students are convinced that they have absolutely no mathematical skills. Brian and her colleagues try to show how wrong they are.



AT A GLANCE

In last week's column, we neglected to say that Special Assistant to the Vice-Rector **Grendon Haines** was running for the NDP in the federal riding of N.D.G.-Lachine-East Concordia and UQAM MBA graduates get kudos: According to the business journal *Les Affaires*, **Pierre MacDonald**, First Vice-President (Eastern Canada) Bank of Montreal, was quoted as saying that UQAM and Concordia were producing the most interesting MBA graduates for employers. He attributes this to both institution's practice of requiring some business experience to enter the program. The result is the MBA's enter a company with both business and academic experience **Group 16**, composed of members of the Concordia community, have issued an appeal for financial support for **Amnesty International**, the non-partisan organization working against torture, political imprisonment and 'legalized' murder. If you wish to help, send your contribution to Amnesty International, 2386 Park Row West, Montreal H4B 2G4 For those teachers, counsellors and others who work with adults who want to foster intellectual development among university and CEGEP students, one or two day professional development workshops are being offered by **Joanne Kurfiss**, Director of Instructional Development at Weber State College in Utah. Reduced rates for members of the Concordia community. For more information, contact Ron Smith at 482-0320 locals 397, 695 Feel like laughing? CUSA is offering the acts of **Mike Mandel** and **Backwards Bob Gray** who respectively do an incredible hypnotic act and a comedy routine completely backwards. For more info on other entertainment, call 879-4500 Welcome aboard to: **Jane Harris**, Secretary, Graduate Studies; and **Claude Potvin** Helper Apprentice Plumbe Physical Plant

La Corporation professionnelle des comptables en administration industrielle du Québec

INFORMATION SESSION

Awareness of the RIA Management Accounting profession.

What are they?

Are there career opportunities?

A prospective professional career.

The leader in management.

COME ON OVER

Location:
 Drummond Sciences Building
 Loyola Campus
 Room 100

Date:
 Thursday, March 29, 7:00 P.M.

APSS *Continued from page 1*

ment's Certificate in Family Life Education. This program was set up as a response to requests from the community. It draws from direct field experience with families, as well as the disciplines of psychology, sociology and human relations. It helps students develop the necessary skills to become effective practitioners in Family Life Education as a career and also to apply those skills to their family life.

The educational approach of the department can be broken down into three stages, says APSS prof. James Gavin. The first is the "inside/outside" stage where students as individual learners are taught how to deal with their internal emotional and intellectual processes and extract principles from their experiences and learning and then relate that to the wider body of knowledge.

The second deals with the development of competence and skill basics. APSS students in counselling courses must demonstrate skill and ability in counselling. Says Gavin, "These courses are akin to a training program. Students are invited to go over to McGill Counselling and experience counselling as a client in order to know how a client in counselling feels.

"They are videotaped and feedback is provided. They experience it, then they practice it in class and learn theory. In some programs, a student can go right through and never know what a client experiences. We seek to prevent that. In their final evaluation, students are assessed on their skill in counselling. They are videotaped as they try to counsel an actor. We make sure that people graduating from this department leave with developed skills. We place skill-learning first and theoretical knowledge second."

The third stage is "community orientation." Classes have a field component like that of schools of social work where students are required to become involved in community organizations.

In a "Leadership in Group Development" course taught by Gavin, students are required to identify a group in the public or private community and to enter this group, usually in the role of a "facilitator," to help this group achieve its purposes. They are able to work with systems to effect some positive changes.

Required to counsel

In advanced counselling courses students are required to counsel in the field. Gavin's students have worked with "Skills Unlimited" — a group for the unemployed, doing one-to-one counselling. A number of classes like this are going on all the time, moving into the community and getting accepted into organizations for help.

In the program, students affirm their self value and relate it to the external world during the "inside/outside" stage, learn to

utilize their learning in the "skill development" stage and move out into the community into the "community orientation" stage.

APSS also serves as a relatively painless way to introduce new mature students to the University. According to Gavin, "Mature Students are made to feel that their life experience counts for something here. People who have been out of school for years experience a high level of anxiety upon entering university.

"Yet, after a few weeks here they feel at home, they feel valued and they develop a sense that they know something. They are taught how to relate their life experience to the main body of knowledge."

Gavin points out, however, that APSS does not ignore its younger students. Indeed, he asserts that the department benefits from a mixed student body and thus avoids being a one-sided one. "We fully realize that younger and older students are mutually enriched by being involved in each other's educational experiences."

When students graduate, they leave with highly-developed skills in human interaction. They often find positions in community and social service organizations and in personnel work. Others use the degree as an intermediate step towards a degree in social work or a master's in counselling. There is a steady flow of students from APSS to the McGill Counsellor Education Program and to the Ontario Institute for Studies in Education at the University of Toronto.

The department trains students for life in the workaday world as well. According to Gavin, "People learn a set of skills for developing their lives and their futures. They learn to negotiate with organizations and to set up something more particularly tailored to their needs. Often they set up small consulting businesses or some get their doctorates and go into private practice."

Centre for Human Relations and Community Studies

The department's Centre for Human Relations and Community Studies has extended the learning and practices of APSS into the Montreal community and far across the country. The Centre is the research, consultation and training component of the department and was created to promote understanding of the human aspects of organizations and the social environment in which they operate. Its work provides information procedures and training programs which apply directly to the solving of organizational and community problems.

Professor Richard McDonald, former departmental chairman, is the Centre's director. He says, "We are extremely well known



Resource guests (seated), Applied Social Sciences staff and graduates of the Advanced Integrative Seminar in Family Life Education at a recent graduation ceremony.

Ian Westbury

Family Life Educators help groups

by Howard Schrier

The graduating class of Concordia's Family Life Education program got more than just coffee and sandwiches for their final class of the year.

They were treated to some introductions to and advice from respected professionals in their field.

Six speakers addressed the graduating class on the internships they must serve before becoming certified Family Life Educators. They were: Libby Labell, Jewish Family Services; Vivien Shane, Peel Centre; Nancy Morris, Catholic Community Services; Trudy Friedman, YM-YWHA; Ruth Flicker, Project MOM; and Roslyn Friend, Association of Family Life Educators of Quebec (AFLEQ).

Family Life Educators (FLE) are a hybrid made necessary by our increasingly complex social structure, somewhere between teachers and social workers. They are educators, not therapists, said Pauline Gross, the program coordinator.

Rather than working one to one with troubled people, as traditional social workers do, an FLE works with the community before the trouble breaks out. "It is group oriented," Gross said. "Community oriented. They are not trained for one to one."

Vivien Shane of Peel Centre phrased it best: FLEs practice "Preventative mental health."

Family Life Educators work with all populations in almost every conceivable situation that relates to the family: from

preschoolers and effective parenting to caring for an aged parent. Dealing with menopause, mastectomy, widowhood, adolescence, children of divorced parents, parents of stepchildren, are all programs they might lead in schools or community service centres.

Most of the 20 students completing the 30-credit course were mature women (the evening section boasted one male student). Half had university degrees before starting the program, said Pauline Gross.

They must now complete 60 hours of group work over the next two years to become AFLEQ-certified educators. The work should be with at least three groups, "as varied as possible, preferably with different development stages of the life cycle," said Roslyn Friend, of AFLEQ.

In discussing these internships, the resource people urged the graduates to be as creative and self-motivated as possible, to design their own programs if they felt existing needs were not met.

"We must be as innovative as society allows us to be," said Vivien Shane of Peel Centre. "We form an important, intricate part of mental hygiene today."

Trudy Friedman, coordinator of the YM-YWHA's Widow to Widow program, agreed: "We're open to anything that's creative, anything that would be helpful."

confirmed that the school was indeed following an alternative program, and the school operates to this day.)

The Centre also recruited, trained and supervised a development worker attached to the Cree Indians in Northern Quebec. McDonald has many more examples of how the Centre, and more generally, APSS belies its small size to make a big difference in the community.

The Centre was called in with McDonald as consultant. (He

Community Politics & the Law: Part II

By Lise M. Bissonnette

On affirmative action

"Affirmative action is accepted for women and the handicapped, but not for racial and ethnic groups," he said. The popular reason given is that affirmative action would lower standards, thereby implying the incompetence of minority groups and women.

There are other more practical problems with affirmative action, according to Mary Murphy, a Quebec Human Rights Commissioner. You must identify the target group and the availability of that group in the labour market, she said. You must also define the availability of the target group in the community, which is difficult since questions about ethnicity on the census is illegal.

There is also an almost total freeze in the Quebec public sector, as well as in other sectors of the Canadian economy.

Moreover, affirmative action is only one measure that can be used to create a balance in the workforce. One student remarked that what is needed is integrated social and economic policies. "What good is affirmative action if you don't have day care?", she said.

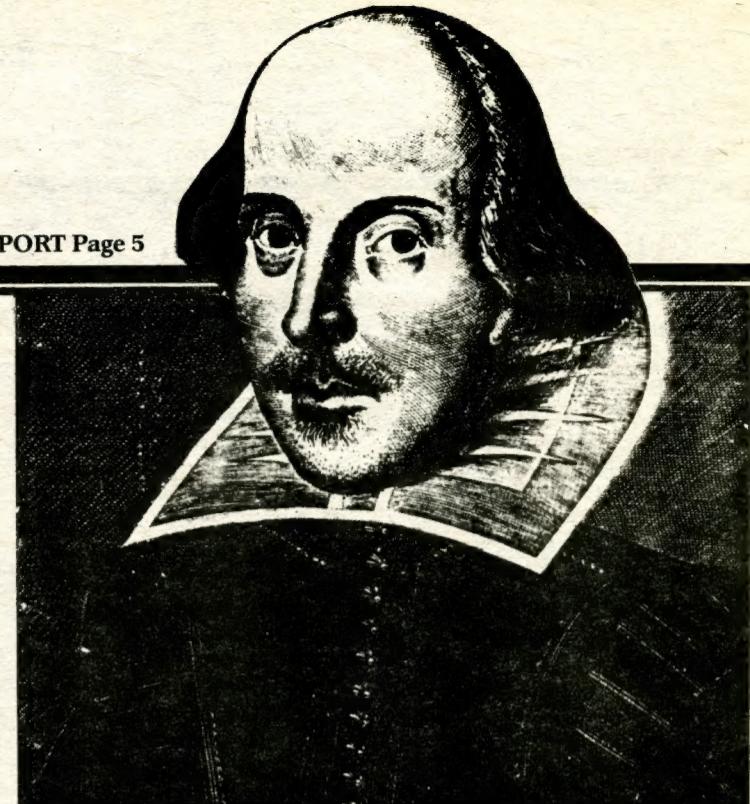
"We must make people realize that women have work outside the organization," said Monique Simard, vice-president of the CSN.

"The economic crisis has consequences for all women, because all the traditional 'exits' have relied on women. You cut

back on social services and hope women will take up load," she said.

Flora MacDonald believes the fight for economic rights will prove much tougher than the one for legal rights. There is no one known objective and no time frame. It is a complicated process; for example, you can't reorganize pensions without rewriting the tax laws.

Yet, she remains optimistic about the future. Though she admits high technology will have a severe impact on women, she believes that "high technology may be the key breakthrough for women. We are equal at the beginning of a new era."



William Shakespeare's Comedy of Errors will be performed at the D.B. Clarke beginning next Thursday, April 5. For details, see the Backpage.

Effectiveness of citizen participation examined

Citizen participation in shaping legislation, when it exists, usually comes in late in the game, and sometimes at the very end of it.

However, it is very hard to contest legislation, said Herbert Marx, Liberal MNA and justice critic. First of all, he said, it costs a lot to bring legislation to court. Secondly, if the legislation is actually found invalid, the government can simply turn around and adopt a new, valid law.

There is an attempt, therefore, to integrate public opinion within the legislative process. This is especially true of environmental legislative processes. As ecology takes a larger hold on public consciousness, there is a greater need to mediate development and public concern over the environment.

The federal government established the Environment Assessment and Review Program in 1972 to do just that, said Bernice Goldsmith, Concordia professor of social aspects of engineering.

"The assessment program is not in the Ministry of the Environment, but reports to Parliament through it," she said. "It is non-statutory, involves the public and is independent."

All governmental departments must submit their projects to the assessment panel if there are impacts on the environment, or if the impacts are unclear. The participation of crown corporations and regulatory boards is voluntary unless there are federal lands, monies, or grants involved.

"The initial evaluation of any program with effects on the environment is made by the department itself," explained Goldsmith. This, however, assumes there is competence within all

departments to do this; Goldsmith said this assumption was false.

Since criteria for the initial evaluation are unclear, decisions to submit projects to the panel are usually based on how much public outcry is expected, she said.

Twenty-four projects were submitted to the panel since 1972; four of these dealt with the Alaska pipeline, two dealt with Eldorado. "It was the megaprojects that went through the panel," said Goldsmith.

The assessment panel is made up of outside consultants and academics. The public has input in developing project guidelines. It is selective public participation; the communities particularly affected by the project are invited to contribute, as are experts and concerned interest groups.

Goldsmith explained that the project proponent first holds information sessions, and after a certain delay, formal public hearings are held. The Minister of the Environment will either accept or reject the recommendations of the panel.

The recommendations and the ultimate ministerial decision depend on the trade-offs, Goldsmith said.

Quebec has similar mechanisms to incorporate public opinion in the legislative process. According to Jean Piette, who is responsible for policy and planning in the Quebec Ministry of the Environment, there is the Conseil consultatif sur l'environnement, which citizens can sit on, and the Bureau d'audiences publiques sur l'environnement. The Conseil is a general advisory body to the Ministry, whereas the Bureau is "the ears of the Minis-

try for public opinion on a specifically planned project. This board goes to the area of the problem and holds hearings there," he said.

The Bureau operates much like the federal panel, said Catherine Marchand of the Bureau, "except that the Quebec law is very specific on the type and scale of projects that must go through. The law encompasses a wide variety of programs, both public and private."

Like its federal counterpart, the initial environmental impact study is carried out by the department proposing the project. However, unlike at the federal level, the necessary elements of the study are specified in law, said Marchand.

Furthermore, the study must outline reasons why the project should be carried out, and any alternatives to the project. "The environmental impacts must be distinctly defined," continued Marchand. The Bureau also uses a broad interpretation of environment, one which encompasses the socioeconomic elements.

The Bureau begins to hold public hearings after the initial study is published and after the department proposing the project has held information sessions in the area concerned. Furthermore, hearings are not automatically granted; sometimes, said Marchand, the information session is enough to satisfy public concern. Of the 36 projects brought before the panel, most of which came from government departments or crown corporations, 14 were subjected to hearings.

Again, the Bureau is not a decision-making body; its recommendations can be accepted or rejected by the Environment Minister.

How citizens can effect social change

There is no absolute combination of tools, strategies and tactics that citizens can use to guarantee social change, say Eric Maldoff, president of Alliance Quebec.

"The only thing that counts is knowing what is available, and what is appropriate at what time," he said.

Maldoff was one of several speakers who outlined a series of guidelines and criteria necessary for effecting social and/or legislative change.

The first thing any group must do is "define the primary constituency you're trying to address," said Maldoff. "We define our constituency as English-speaking Quebecers, not just the Anglophone community. Our attachment to the English language is the common link." By defining the Alliance's constituency in linguistic terms rather than ethnic terms, Maldoff said the Alliance could cut across internal divisions and well represent a heterogeneous sector of the population.

The second step is the precise definition of the goals and objectives of the group.

"Do you want to deal with specifics or do you have a broader objective? Ask yourself this: 'If we fixed the specifics, would our problem be solved?'" said Maldoff.

"Our fundamental objective was to promote a concept of Quebec society where both (linguistic) communities ... could live together without threatening each other," he said. Once underlying principles were established, these would be applied to specific situations of which there are many.

"If we had not done this, the basic attitudinal problem would have persisted," he continued.

Obviously, it is the interest of several groups to define these objectives more narrowly. According to Jackie Redmond, who is responsible for community relations at Ville-Marie Social Services, it is essentially easier to organize around an issue that personally affects people.

Tenants associations, housing cooperatives, tax action committees, all are examples of community organizations that sprung up to fight for a specific change.

For community groups to be considered legitimate spokespersons of the people they claim to represent, the nature of the organization must be considered.

"We went to the grassroots and stayed there," said Maldoff. To capitalize on the traditional lack of animosity between French and English speaking individuals, the Alliance decided to decentralize the organization (22 regional chapters) and give it democratic electoral and policy-making structures. This gives the organization credibility, which is necessary for any lobby group.

Other groups, such as L'Association des citoyens d'Outremont, found that lobbying would not achieve their objective, which was to lower the property tax rate.

"Our organization was not getting any response from the city administration, which was run like the Montreal City Council," said Paul Asselin, who helped found the association. "So, to achieve our objectives, we had to change methods mid-course." Asselin and several others resigned from their association posts to run as city councillors and succeeded in becoming the majority in the Outremont City Council.

Finally, whatever structure or method is chosen, groups must have hard facts, research and people to back up their claims.

"The public must know specifically what you want," said Maldoff. Issues must be kept in the public eye; for that, you must lobby not only the actual legislators, but all those who could possibly influence such decisions. "We met not only with the Premier but with opinion leaders in all sectors of the community," he explained.

Maldoff believes their strategy has served the Alliance well. "We have produced a measure of social and legislative change in the last two years."

...And more letters

Continued from page 2

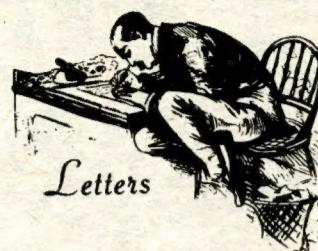
would presume Concordia would be in a stronger position at such a merger if its programs were thriving, if by advantageous the Dean means in a better bargaining position. Obviously Concordia can't be against mergers in principle. Probably the only clear fact that emerges out of all this is that Sir George Williams as University and Campus competed very well with a major university only blocks away. In the event of such a merger a unified campus would seem to me to have great advantages.

Reading between the lines

I would like to read between the lines of Dean Taddeo's remarks because I think only by so doing can the real problems be isolated and possible solutions found.

Dean Taddeo seems to be claiming that the Loyola campus is in trouble, presumably because of the problems with enrolment. If the Dean's arguments are the best that can be mustered in Loyola's defense, then it is indeed doomed, but I think he is selling the campus short.

What then are the reasons for maintaining Loyola? Dean Taddeo has stated that there is "a pretty small percentage whose overriding concern is campus location." That surprised me. I



should have thought there was at least some student allegiance to both campuses. Taddeo's statements testify to the loyalty he feels for Loyola campus (although I would have preferred that a Dean for the whole University would have had loyalty to that University as such).

I presume Dean Taddeo is not alone in this loyalty just as I would presume that many faculty on the downtown campus in Arts & Science feel equal loyalty to Sir George. Such loyalties should not be overlooked; the question is what price we are all willing to pay for it. What else is left to be said in defense of the Loyola campus? Quite a lot.

Strewn across the interview are several seminal ideas. Students will travel to Loyola for Communication Studies and Theatre Arts programs although Dean Taddeo was less than ingenuous in failing to remark their special status. Students will travel to Loyola High School. I think we have here a clue to a solution. If enough special programs can be developed to draw students to Loyola the situation

would be rectified.

It has always seemed to me the grossest error in the merger to insist on so much uniformity of programs — and now Loyola is paying the price. The interests of the founding members of Concordia are enshrined in our charter. Why can't these become more actual? Toronto, for example, has a Catholic College, St. Michael's; why not a similar college at Loyola? It could be housed in a prestigious building.

It might be objected that the present government is not exactly confessionally inclined, but we could at least try and eventually governments do change if there is a problem. Someone else pointed out to me that if there was too much diversity of programs between the campuses the government might see the merger as invalid. We could at least find out if this is a real problem.

Special programs

Special programs do already exist on each campus and surely to have all or most of Arts & Science on one campus and nearly all of Engineering and Commerce on the other would be equally dubious.

Another possibility would be a program which would be of particular interest to allophones. A multi-language college would serve many purposes. Its students would be able to strengthen their own cultural ties, they would form a valuable pool of expertise for those who wish to study in those areas and

it would solve the problem of integrating them into Quebec society. We have all had unfortunate experiences with students who were brought to Concordia from abroad and were unable to cope with the demands of our culture and the demands of the University.

Just considering the Italian community alone there could be a program in Italian language and literature in such a college which would enrich such areas as Art History, English Renaissance, etc. Again at Oxford there are two types of Honours Programme in English. One stresses the linguistic approach. Why shouldn't we diversify our programmes — rather than remain monolithic to no one's advantage?

Again the same program could be taught in specially attractive ways on one campus, say with a stress on the tutorial method, or 20th century studies could be centred at one campus. These are merely random examples from a great pool of possibilities.

Much could be done to improve the attractiveness of the Loyola campus. Better lighting would make it look less alarming at night. Interconnecting buildings would make it less hazardous in winter. By naming the cross-street in front of Hingston Hall one could trust to a taxi finding one in an emergency. By making the central main building alive with students, life would be added to the campus; it has always seemed to me an anomaly that the first impression

one has of the campus is the presence of the administration which has a deadening effect.

Facts needed

If the real facts are available we must have them. If they are not available we must get them. It hardly inspires confidence to read in the interview that administrators used the phrase "the maximum use of Concordia's two campuses" as a code for "upgrading the role of the Loyola campus." On a conceptual level, it is even less helpful to suggest that the way to make a campus that is in trouble strong is to transfer to it all the programs that are most vulnerable.

As Dean Taddeo has not rushed into print to modify the interview he is presumably satisfied with it. Also it might be thought that the first two letters you printed in refutation of some of his statements would be sufficient but I felt there still remained the issues I have raised.

Above all it is vital that all the facts become available and that the issue can be fully discussed without equivocation or "codes". Then, whatever loyalty each of us might feel to a particular campus, it should not lead us into jeopardizing the careers of a single student, teacher, administrator or member of the support staff. None of us should surrender to rah-rah Chauvinism which is blind to the facts and could make us prepared to sacrifice human beings to stones and concrete.

**Michael Brian
English Department**

Disturbed by critiques of Taddeo

To the Editor:

It is disturbing to see that your interview with Dean Taddeo, in which he suggested the possibility of "a more balanced distribution" of resources between the two campuses, has caused such alarm among your correspondents. It is particularly disturbing to see that a call for balance should lead to such extreme response as the contention that some of the "leadership" in the Faculty of Arts and Science is acting out of the "special interests" of the Loyola Campus. It is hard to understand why "balance" should reflect special interests and not common sense.

In fact, it is clear that this alarmed response comes not from the idea of making changes in the structure of the two campus operation, but from the idea that any facilities might be shifted from Sir George to Loyola. It is hard to take very seriously the urgent call for consultations and even polls when the ten years since the merger have seen a long list of departments and programs shift from Loyola to Sir George without any consultation. Indeed, it is strange to see that neither of your correspondents raised any objections to these moves.

It is no longer possible to be admitted at Loyola, no longer possi-

ble to get a cheque issued at Loyola, no longer possible to arrange for a press release at Loyola, no longer possible to order a library book at Loyola, no longer possible to have class materials printed at Loyola. During this same time period the Departments of Physics and Biology have moved from Loyola to Sir George so that the Science portion of the Faculty is effectively located at Sir George; the Engineering Faculty has moved to Sir George so that one can no longer complete an Engineering degree at Loyola; the Visual Arts programs have moved to Sir George; the Commerce Faculty only maintains a small presence at Loyola, and never holds Faculty Council meetings there.

And so it goes. All these changes have occurred without consultation and without protest.

Principal location SGW

It does not take a very detailed investigation to realize that the University's planning calls for the Faculties of Commerce, Fine Arts, Engineering, and the Science portion of Arts and Science to have their principal location on the Sir George Williams Campus. (Fine Arts alone has achieved balance by locating Music and Theatre at

Loyola and Visual Arts at Sir George.) These decisions undoubtedly reflect an analysis of the needs of these programs and an attempt to reduce costs by integrating programs and eliminating duplication of facilities.

For these same good reasons, it is equally evident that, unless the intention of the University is to sell the Loyola Campus, it must be the central location for at least one Faculty. It is clear, in light of decisions already made, that that Faculty must be the Humanities and Social Sciences component of the Arts and Science faculty.

A decision to locate Arts and Science (Divisions I and II) at Loyola should not be considered merely a defensive reaction, although it would restore badly-needed balance to the two-campus operation. Nor is it justified merely by the argument that any government plan to integrate English-language facilities in Montreal would undoubtedly affect the Sir George campus more than the Loyola campus because of its proximity to McGill.

The principal reason for locating Arts and Science at Loyola is to strengthen that Faculty and give it a physical

identity and a sense of community. The decision to locate the Commerce programs in the new downtown library building and the construction of a new Fine Arts building downtown leave Arts and Science alone of the faculties without any visible symbol of its existence and without any common place to meet and exchange ideas.

An Arts and Science Faculty located principally at Loyola would gain a much-needed sense of identity, as well as the chance for renovated and enlarged facilities, instead of deteriorated and unsatisfactory environments such as the Norris Building, the leases of which may be cancelled at any time, leading to yet another move to rented quarters. An Arts and Science Faculty located at Loyola would have priority on all space there (since it would be at home there as, say, Computer Science is in the Hall Building).

Should additional space be necessary, it could be provided without additional land purchases, thus at a fraction of the cost of building downtown. Departments would find themselves physically united, with the opportunity to make use of student lounges, seminar rooms, and the like, all located

on an attractive campus.

Concern partially misplaced

Professor Mary Brian has proposed that all students be required to state their "willingness" to locate "entirely" at Loyola. No one of course ever asked the Loyola biology students about their willingness to locate entirely at Sir George. But, in any case, no one has suggested that the location of the Faculty at Loyola would mean the end of all courses offered elsewhere. Courses would continue to be offered at Sir George, particularly in the evening and particularly (during the day as well) those courses that are of use to students in other faculties.

Her concern for these working students reflects a long Sir George tradition that would of course be respected. However, that concern is also partially misplaced. If she is really concerned about the programs available to evening students, she would work toward the establishment of courses that are equivalent in length to day courses. Otherwise, students will continue to receive an abbreviated course for the same tuition fees.

At Loyola evening courses See MARTIN page 7

Art Gallery to exhibit Goodridge Roberts

The Concordia Art Gallery is currently preparing an exhibition of the figure works of the eminent Canadian painter Goodridge Roberts (1904-74) to take place April 4 to May 5, 1984. The exhibition will include paintings, pastels and drawings from all periods of his forty-year career.

While Roberts is more popularly known for his landscapes, his images of the human figure were a major aspect of his art. The magic of Roberts' figure works is in the ambiguity between the real and the painted.

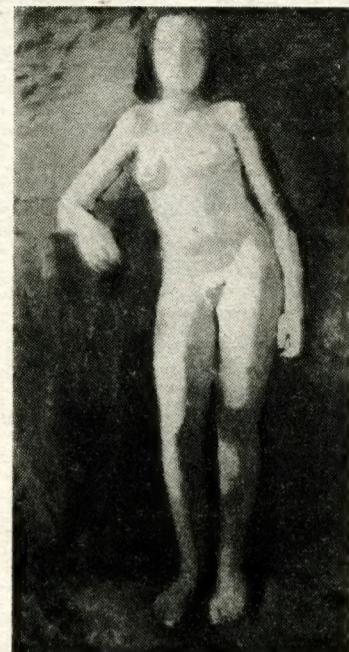
Goodridge Roberts was a member of a prominent family of Canadian writers including Sir Charles G.G. Roberts and Bliss Carmen. Trained at the Ecole des Beaux-Arts in Montreal and the Art Students League of New York, Roberts was a family member of the Contemporary Arts Society and elected to the Royal Canadian Academy.

His work has been included in all major exhibitions of Canadian art both here and abroad. As well,

he was one of the four artists included in Canada's first official participation at the Venice Biennale in 1952. In 1969 he was honoured by a retrospective organized by the National Gallery of Canada. His Concordia show is the first exhibition in Montreal dedicated to his figure painting.

The work in the exhibition has been borrowed from such public collections as the National Gallery of Canada, the Art Gallery of Ontario, the Montreal Museum of Fine Arts and the Musée du Québec. The exhibition will also include the Concordia Art Gallery's *Seated Nude* of 1958. Private collectors in Montreal and Toronto have also lent paintings.

The exhibition will be accompanied by an illustrated catalogue prepared by the Curator of the gallery, Sandra Paikowsky. In conjunction with the Roberts exhibition will be a show of Montreal figure painting from the same period, organized by Kathryn L. Kollar, Curatorial



Nude by Goodridge Roberts

Assistant. For further information, please call 879-5917.

SENATE

Continued from page 1

leads Quebec universities in having the fastest growth in research over the past decade, the university is "still very much in the minor leagues in this area," he said.

However, he argued that the university already has a structure for encouraging research with its existing, but vacant position of Associate Vice-Rector for Research.

Professor Charles Bertrand (History) said that there was a danger that the Vice-Rector,

Research would be judged by the amount of money he brought in to the university, while the issue of ethics might be ignored. "The person might decide that South Africa is not such a bad place after all," he said.

Daniel said that while there already is an ethics committee on research involving human subjects, the committee does not and shouldn't deal with whether research done is on the right political or social level. He added that the University can be proud

that there has been "no scandal involving the doubtful use of funds" like McGill recently had.

Daniel said that to some the position of Vice-Rector, Research "seems to have a magic title." However, Chaikelson noted: "It's unfortunate, but our world is made up with people who have titles and people are judged on those titles."

Other motions proposing that the responsibilities for Graduate Studies fall within the purview of the Vice-Rector, Research and that the Dean of Graduate Studies report to the Vice-Rector, Research were defeated. It was approved that the Dean of Graduate Studies will report to the Vice-Rector, Academic.

Senate also approved the creation of a Selection Committee for Distinguished Teaching Awards, which will honour selected professors during next year's tenth anniversary of Concordia festivities.

During Question Period, Professor Bill Gildorf (Communication Studies) said there has been an increase in faculty morale due to the extended contract negotiations. Daniel answered that faculty morale "will increase miraculously" when the contract is finally settled.

It was also noted that there was an extremely high amount of course changes this year because students had not been adequately informed of the identity of their professors. Since departments do not know what their teaching loads will be by this year's pre-registration period, the problem may occur again next year.

Lahey lecture to be held



Gerald Graff

Northwestern University professor Gerald Graff will deliver this year's Lahey Lecture, "Literary Criticism as a Protection Racket," on April 4 at 8:30 p.m. at the Vanier Library Auditorium. Graff is the author of Poetic Statement and Critical Dogma and Literature against Itself: Literary Ideas in Modern Society.

He is the foremost critic of the contemporary literary-critical establishment. Graff's central assertion is that "literary thinking is inseparable from social and moral thinking." In the words of Harry Levin, Graff "stands, like Dr. Johnson, ready to call us back to common sense by kicking the stone."

The annual Lahey Lecture is offered by the English Department in honour of the Rev. G.F. Lahey, S.J., President of Loyola College from 1956 to 1959, and author of the first biography of poet-priest Gerard Manley Hopkins. Father Lahey founded the Honours program in English at Loyola.

MARTIN *Continued from page 6*

always lasted 150 minutes (the same as courses meeting two or three days per week), while the old Sir George program now used at Concordia provides for evening courses lasting from 110 to 125 minutes (minus breaks). The real injustice to evening students is already being committed, by unequal scheduling that ensures that day courses will be more thorough and complete than evening courses.

The Université de Montréal is hardly located downtown, and its enrolment has not suffered, nor has that of the Université Laval, located in Ste-Foy, and not in Quebec City itself. The letter

writers suppose that Concordia's students will choose their university by its own location and not by its programs, while simultaneously revealing their own protection of "special interests". For the sake of the Arts and Science Faculty, and the exciting possibilities that lie ahead of it if it has the courage to provide itself with a campus and an identity, we should commit ourselves to the most effective kinds of restructuring and relocation as soon as possible.

They are our best hope for the future.

Robert K. Martin
Department of English

EVENTS

Continued from The Backpage

GENERAL (Buster Keaton & Clyde Bruckman, 1927) (silent) with Buster Keaton, Marion Mack and Glenn Cavender at 3 p.m. in H-110, Hall Bldg. \$1.25. SGW campus.

CONSERVATORY OF CINEMATOGRAPHIC ART: VIVE LA SOCIALE (Gérard Mordillat, 1983) (English subt.) with François Cluzet, Robin Renucci, Elisabeth Bourgine, Jean-Yves Dubois, Yves Robert and Judith Magre at 6 p.m.; *LES TROIS COURONNES DU MATELOT* (Raoul Ruiz, 1983) (English subt.) with Jean-Bernard Guillard, Philippe Deplanche, Jean Badin and Nadège Clair at 8 p.m. in H-110, Hall Bldg. \$1.75 each. SGW campus.

THEATRE DEPARTMENT: *COMEDY OF ERRORS* by William Shakespeare, directed by Joe Cazalet at 8:30 p.m. in the D.B. Clarke Theatre, 1455 de Maisonneuve W. General admission, \$5; students & seniors, \$2. SGW campus.

NOTICES

LONERGAN COLLEGE presents Dr. Stanley L. Jaki, O.S.B. (noted historian and philosopher of science), leading an open seminar on the topic of *COSMOS, MAN, AND DARWIN*. At Lonergan College, RB Annex, 7302 Sherbrooke St. West, on Tuesday, April 5, at 12 noon.

CPR COURSE: April 7 and 8, 1984 - CPR Basic Life Support course, 15 hours for life, course includes rescue breathing and one person Cardio-Pulmonary Resuscitation (CPR), two person CPR, management of the obstructed airway and infant and child resuscitation. It is accredited by the Canadian Heart Foundation. For information, please call Nicole Saltiel at 879-8572.

CPR COURSE: April 28, 1984 - CPR Refresher course, 8 hours for life. This course is offered to people certified in the CPR Basic Life Support course that want to renew their certification and update their knowledge. For information, please call Nicole Saltiel at 879-8572.

ATTENTION: ALL FALL 1984 CERTIFICATE, DIPLOMA, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE CANDIDATES:

If you are completing the requirements for your certificate, degree, or diploma program this Summer and therefore expect to be considered as a graduation candidate this Fall, YOU must inform the Graduation Office by submitting a Fall 1984 Graduation Application no later than

July 15th, 1984.
STUDENTS WHO DO NOT APPLY BY THIS DATE WILL NOT GRADUATE THIS FALL.

Obtain your form at the Registrar's Services Department on your campus and submit it today. LOYOLA, CC-214, SGW, N-107.

TO ALL CONCORDIA STUDENTS: INCOME TAX RECEIPTS

The following will be available for pick up: the *EDUCATION DEDUCTION CERTIFICATE* (T2202A form - for full time students only) and the *TUITION FEE CERTIFICATE* (Receipt for income tax purposes):

ONE LOCATION ONLY - Norris Bldg., 1435 Drummond St., room N-107-4, Mon-Thur, 9 a.m. - 7 p.m.

PLEASE BRING YOUR ID CARD.

OFFICE OF THE OMBUDSMAN:

The Ombudsmen are available to all members of the University for information, assistance and advice. Call 482-0320, ext. 257 (AD 304 on the Loyola campus) or 879-4247 (2100 Mackay) on the SGW campus. The Ombudsmen's services are confidential.

LOYOLA CAMPUS MINISTRY:

Loyola Chapel - Sunday Liturgies at 11 a.m. and 8 p.m. and every weekday, Monday to Friday at 12:05 p.m.

ENGINEERING & COMPUTER SCIENCE OPEN HOUSE: On

Thursday, March 22, 2 - 5 p.m.: Computer Science and Mechanical Engineering in the Hall Bldg., SGW campus.

LONERGAN COLLEGE presents Dr. Stanley L. Jaki, O.S.B. (noted historian and philosopher of science), leading an open seminar on the topic of *SCIENTIFIC COSMOLOGY AND THE COSMIC STATUS OF MAN*. At Lonergan College, RB Annex, 7302 Sherbrooke St. W., on Thursday, April 5, at 12 noon.

20TH ANNIVERSARY LAHEY LECTURE: Prof. Gerald Graff, Northwestern University, on *LITERARY CRITICISM AS A PROTECTION RACKET* at 8:30 p.m. in the Vanier Library Auditorium, 7141 Sherbrooke St. W. Loyola campus.

LOYOLA ALUMNI ASSOCIATION: Spiritual programme with guest speaker Rev. Dom Lawrence Freeman, O.S.B., on *CHRISTIAN MEDITATION: A WAY OF PRAYER FOR MODERN PEOPLE* on Wednesday, April 11 at 7:30 p.m. in the Loyola Chapel, 7141 Sherbrooke St. W.

LESBIAN & GAY FRIENDS OF CONCORDIA: LACOLLE SPRING RETREAT April 6 weekend is open to all members of LGFC but priority is given to Concordia students. The cost is estimated at \$25 per person for food. Transportation will be provided by LGFC. For more information call 879-8406.

The Thursday Report

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University events and notices are published free of charge. Classified adds cost 15¢ per word up to 25 words, and 20¢ per word over 25 words. Events, notices and classified ads must reach the Public Relations Office (BC-213) no later than MONDAY NOON prior to the Thursday publication date.

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EVENTS

Thursday 29

EDUCATION DEPARTMENT: George Klar, Department of Systems Science, State University of New York, on *ORGANIZATION AND SYSTEM DEVELOPMENT THROUGH RECONSTRUCTABILITY ANALYSIS* at 4 p.m. in H-549-15, Hall Bldg. SGW campus.

SOCIAL ASPECTS OF ENGINEERING: Seminar on nuclear energy - Dr. M. Barbone, Concordia University, on *FISSION: SAFETY & ECONOMICAL ISSUES* and Dr. C. Daughney, Senior Magnetic Fusion Scientist, National Research Council of Canada, 11:45 a.m. - 1 p.m., in H-409, Hall Bldg. SGW campus. For further information call 879-4671 or 879-8438.

DESIGN STUDENTS' ASSOCIATION: Annual Graphic Design Student Exhibition, until March 30, Mezzanine, Hall Bldg. SGW campus. **DOCTORAL THESIS:** Donna Hart on *TOWARDS A NORMATIVE CHRISTIAN THEOLOGY OF EXPRESSIONISM* at 10 a.m. in Room 206, 2145 Mackay Street. SGW campus.

WEISSMAN GALLERY & GALLERY I: JOHN MACGREGOR: A SURVEY, until March 31. Mezzanine, Hall Bldg. SGW campus.

GALLERY II: THE PHOTOGRAPHS OF PROFESSOR OLIVER BUELL (1844-1910), until March 31. Mezzanine, Hall Bldg. SGW campus.

SGW FACULTY CLUB: Coffee 10:30 - 11:30 a.m.; Lunch 12 noon - 2 p.m.; Tea and Supper 5 - 8:30 p.m.; TGIT 5 - 7 p.m.

LESBIAN & GAY FRIENDS OF CONCORDIA: PROSTITUTION with a guest speaker, 4 - 6 p.m., in H-333-6, Hall Bldg. SGW campus.

CONCERT: Christine Routhier, flute, Lucie Bazinet, piano, with the assistance of Liselyn Adams, Contemporary Music Ensemble Class in works by Brian Sexton, Nella Darriago, Claude Frenette, Crossman, etc. at 8 p.m. in the Loyola Chapel, 7141 Sherbrooke St. W. Loyola campus.

LOYOLA CAMPUS CENTRE: BOY GEORGE BASH I will be held in the Main Lounge at 8 p.m. Admission is free if costumed and \$1.50 without costume. For more information call 482-0320, loc. 235 & 330.

free if costumed and \$1.50 without costume. For more information call 482-0320, loc. 235 & 330.

Friday 30

CONSERVATORY OF CINEMATOGRAPHIC ART: POINT OF ORDER (Emile de Antonio, 1963) (English) at 7 p.m.; *NUIT ET BROUILLARD* (Night and Fog) (Alain Resnais, 1955) (English subt.) and *LA PASSAGÈRE* (Pasazerka) (Andrzej Munk, 1961) (French subt.) with Aleksandra Slaska and Anna Ciepielewska at 9 p.m. in H-110, Hall Bldg. \$1.75 each. SGW campus.

DESIGN STUDENTS' ASSOCIATION: Last day of the Annual Graphic Design Student Exhibition, Mezzanine, Hall Bldg. SGW campus. **FINE ARTS FACULTY:** Gene Lees, the well-known song lyricist and jazz critic, on *WORDS AND MUSIC* at 7:30 p.m. in the F.C. Smith auditorium, Loyola campus. For more information call 482-0320, local 615.

TESL CENTRE: 10th Anniversary of the TESL CENTRE - Dr. Richard Yorkey, well-known methodologist, author of TESL texts and former Director of the Centre will speak on *TESL IS A TRIVIAL PURSUIT* at 8 p.m. in H-435, Hall Bldg. SGW campus.

LOYOLA CAMPUS CENTRE: BOY GEORGE BASH II will be held in the Main Lounge at 8 p.m. Admission is free if costumed and \$1.50 without costume. For more information call 879-4193 or 879-8064.

APARTHEID AWARENESS WEEK: 2 p.m., speaker: Warren Allmand, M.P. 3:30 p.m., speaker: Professor John Humphrey's, vice-president, International Jurists Association. 7 p.m., speaker: Gerald Godin, M.N.A. and member of the provincial cabinet.

SGW FACULTY CLUB: Coffee 10:30 - 11:30 a.m.; Lunch 12 noon - 2 p.m.; Tea and Supper 5 - 8:30 p.m.; Sundown 5 - 6 p.m.

Saturday 31

CONSERVATORY OF CINEMATOGRAPHIC ART: MILLHOUSE: A WHITE COMEDY (Emile de Antonio, 1971) (English) at 7 p.m.; *THE GARDEN OF THE FINZI CONTINI* (Il giardino del Finzi Contini) (Vittorio de Sica, 1971) (English subt.) with Lino Capolicchio, Dominique Sanda, Helmut Berger and Romolo Valli at 9 p.m. in H-110, Hall Bldg. \$1.75 each. SGW campus.

CONCERT: Brass Quintet and Chamber Music Ensembles - First half: Ensemble -Liselyn Adams, director in works by Satie, Weill, Schonberg, Schumann and others; Second half: Brass Quintet - Tom Kenny, director in works by Dvorak, Dukas, Maurer, Ewald and others at 8 p.m. in the Loyola Chapel, 7141 Sherbrooke St. W. FREE. Loyola campus.

ART HISTORY DEPT.: Dr. R.A. Higgins, formerly of the British Museum, on *GREEK TERRACOTTA FIGURINES* at 8:30 p.m. in room 210, Visual Arts Bldg., 1395 Dorchester Blvd. West. For more information, call 879-8036.

CONCERT: Brass Quintet and Chamber Music Ensembles - First half: Ensemble -Liselyn Adams, director in works by Satie, Weill, Schonberg, Schumann and others; Second half: Brass Quintet - Tom Kenny, director in works by Dvorak, Dukas, Maurer, Ewald and others at 8 p.m. in the Loyola Chapel, 7141 Sherbrooke St. W. FREE. Loyola campus.

APARTHEID AWARENESS WEEK: 12:30 p.m., speaker: a representative of the International Committee for the Defense of African Workers (ICDAW). 2:00 p.m., speaker: Dan M'Duli, representative of the Pan-Africanist Congress (PAC).

4:00 p.m., speaker: Yusuf Saloojee, representative of the African National Congress (ANC).

SGW FACULTY CLUB: Coffee 10:30 - 11:30 a.m.; Lunch 12 noon - 2 p.m.; Tea and Supper 5 - 8:30 p.m.; Sundown 5 - 6 p.m.

Sunday, April 1

CONSERVATORY OF CINEMATOGRAPHIC ART: CHARLES CHAPLIN - Program of shorts made in 1916: *The Floorwalker*, *The Fireman*, *The Vagabond*, *One A.M.* and *The Count* at 3 p.m. in H-110, Hall Bldg. \$1.25. SGW campus.

CONSERVATORY OF CINEMATOGRAPHIC ART: PAINTERS PAINTING (Emile de Antonio, 1972) at 6 p.m.; *SHOP ON MAIN STREET* (Obchod na Korze) (Jan Kadar & Elmar Klos, 1965) (English subt.) with Josef Kroner, Frantisek Svarik and Ida Kaminska at 8:15 p.m. in H-110, Hall Bldg. \$1.75 each. SGW campus.

Monday 2

CONSERVATORY OF CINEMATOGRAPHIC ART: MOURIR A TRENTÉ ANS (Romain Goupil, 1982) (French) at 8:30 p.m. in H-110, Hall Bldg. \$1.75. SGW campus.

CCSL MEETING: Open meeting at 3 p.m. in room AD-128, Loyola campus.

LECTURE ON FOREIGN POLICY: His Excellency, Elisha Ben Hourin, Ambassador of Israel on *ISRAEL'S FOREIGN POLICY*, 3:30 to 4:30 p.m., in the Vanier Auditorium, Loyola campus. For more information, call 879-4193 or 879-8064.

APARTHEID AWARENESS WEEK: 2 p.m., speaker: Warren Allmand, M.P. 3:30 p.m., speaker: Professor John Humphrey's, vice-president, International Jurists Association. 7 p.m., speaker: Gerald Godin, M.N.A. and member of the provincial cabinet.

SGW FACULTY CLUB: Coffee 10:30 - 11:30 a.m.; Lunch 12 noon - 2 p.m.; Tea and Supper 5 - 8:30 p.m.; Sundown 5 - 6 p.m.

Tuesday 3

CONSERVATORY OF CINEMATOGRAPHIC ART: MOTHER KUSTERS GOES TO HEAVEN (Mutter Kusters Fahrt Zum Himmel) (Rainer Werner Fassbinder, 1975) (English) with Brigitte Mira, Margit Carstensen and Karl Heine at 8:30 p.m. in H-110, Hall Bldg. \$1.75. SGW campus.

ART HISTORY DEPT.: Dr. R.A. Higgins, formerly of the British Museum, on *GREEK TERRACOTTA FIGURINES* at 8:30 p.m. in room 210, Visual Arts Bldg., 1395 Dorchester Blvd. West. For more information, call 879-8036.

CONCERT: Brass Quintet and Chamber Music Ensembles - First half: Ensemble -Liselyn Adams, director in works by Satie, Weill, Schonberg, Schumann and others; Second half: Brass Quintet - Tom Kenny, director in works by Dvorak, Dukas, Maurer, Ewald and others at 8 p.m. in the Loyola Chapel, 7141 Sherbrooke St. W. FREE. Loyola campus.

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4:00 p.m., speaker: Yusuf Saloojee, representative of the African National Congress (ANC).

SGW FACULTY CLUB: Coffee 10:30 - 11:30 a.m.; Lunch 12 noon - 2 p.m.; Tea and Supper 5 - 8:30 p.m.; Sundown 5 - 6 p.m.

Wednesday 4

CONSERVATORY OF CINEMATOGRAPHIC ART: RIVER OF NO RETURN (Otto Preminger, 1953) (English) with Robert Mitchum, Marilyn Monroe and Rory Calhoun at 8:30 p.m. in H-110, Hall Bldg. \$1.75. SGW campus.

LOYOLA FILM SERIES: IL CONFORMISTA (Bernardo Bertolucci, 1969) (English subt.) with Jean-Louis Trintignant, Stefania Sandrelli and Dominique Sanda at 7 p.m.; *THE GARDEN OF THE FINZI CONTINI* (Il Giardino dei Finzi Contini) (Vittorio de Sica, 1971) (English subt.) with Lino Capolicchio, Dominique Sanda, Helmut Berger and Romolo Valli at 9 p.m. in the F.C. Smith Auditorium, 7141 Sherbrooke W. FREE. Loyola campus.

LAHEY LECTURE: Prof. Gerald Graff, Northwestern University, on *LITERARY CRITICISM AS A PROTECTION RACKET* at 8:30 p.m. in the Vanier Library auditorium, 7141 Sherbrooke St. W. Loyola campus.

CONCERT: Robert Sigmund, organ and harpsichord - student of Bernard Lagacé in the Diploma in Advanced Music Performance Studies - in works by Merulo, J.S. Bach, J.C.

Bach, Handel, Brahms and Duruflé at 8 p.m. in St-Matthias Church.

WEISSMAN GALLERY & GALLERY I: GOODRIDGE ROBERTS:

THE FIGURE WORKS, until May 5. Mezzanine, Hall Bldg. SGW campus.

GALLERY II: FIGURE PAINTING IN MONTREAL 1935-1955, until May 5. Mezzanine, Hall Bldg. SGW campus.

APARTHEID AWARENESS WEEK: 2 p.m., movie "From Montgomery to Memphis," a life story of Rev. Martin Luther King Jr. 3:30 p.m., speaker: Professor Chengiah Ragaven.

SGW FACULTY CLUB: Coffee

10:30 - 11:30 a.m.; Lunch 12 noon - 2 p.m.; Tea and Supper 5 - 8:30 p.m.; Sundown 5 - 6 p.m.

p.m., Lecture on International Status of Women. 3:30 p.m., Lecture on Peace and Disarmament, also movie "War Without Winners." 5:00 p.m., Lecture "Grenada: Yesterday, Today, Tomorrow" by Alfie Roberts.

SGW FACULTY CLUB: Coffee 10:30 - 11:30 a.m.; Lunch 12 noon - 2 p.m.; Tea and Supper 5 - 8:30 p.m.; TGIT 5 - 7 p.m.

Friday 6

CONSERVATORY OF CINEMATOGRAPHIC ART: FAITS DIVERS

(News Items) (Raymond Depardon, 1983) (English subt.) at 7 p.m.; *UN JEU BRUTAL* (Jean-Claude Brisseau, 1983) (English subt.) with Bruno Cremer, Emmanuelle Debever, Liza Heredia, Albert Pigot and Humbert Balsan at 9 p.m. in H-110, Hall Bldg.

\$1.75 each. SGW campus.

ARTS & SCIENCE FACULTY COUNCIL: Meeting at 1:30 p.m. in AD-128, Loyola campus.

THEATRE DEPARTMENT:

COMEDY OF ERRORS by William Shakespeare, directed by Joe Cazalet at 8:30 p.m. in the D.B. Clarke Theatre, 1455 de Maisonneuve W. General admission, \$5; students & seniors, \$2. SGW campus.

SGW FACULTY CLUB: Coffee 10:30 - 11:30 a.m.; Lunch 12 noon - 2 p.m.; Tea and Supper 5 - 8:30 p.m.; Sundown 5 - 6 p.m.

Saturday 7

CONSERVATORY OF CINEMATOGRAPHIC ART: UN BRUIT QUI COURT (Jean-Pierre Sentier & Daniel Laloux, 1983) (English subt.) with Jean-Pierre Sentier, Daniel Laloux, Pierre Baillot and Alain Freot at 7 p.m.; *STELLA* (Laurent Heynen, 1983) (English subt.) with Nicole Garcia, Thierry Lhermitte, Victor Lanoux, Jean-Claude Brialy, Gérard Desarthe and Charles Denner at 9 p.m. in H-110, Hall Bldg. \$1.75 each. SGW campus.

THEATRE DEPARTMENT:

COMEDY OF ERRORS by William Shakespeare, directed by Joe Cazalet at 8:30 p.m. in the D.B. Clarke Theatre, 1455 de Maisonneuve W. General admission, \$5; students & seniors, \$2. SGW campus.

Sunday 8

CONSERVATORY OF CINEMATOGRAPHIC ART: Children's cinema - ONE WEEK (Buster Keaton, 1920) (silent) with Buster Keaton and Sybil Seely and *See EVENTS page 7*

UNCLASSIFIED

PROFESSIONAL TYPING:

Reports, theses, term papers, etc. English, French, Spanish. Also editing, proofreading, translation. Quality and punctuality. Near Sherbrooke/University - 849-9708 before 9 p.m.. Try weekends too.

WANTED: Small furnished apartment, sleeping for two, for faculty, Loyola vicinity. May 1 to Sept. 1. Call evenings 467-4046.

HOUSE RENTAL: Deluxe furnished 3-bedroom, NDG area. Completely equipped. Garden. Excellent access to bus and metro. Approx. June 15 to Sept. 15. References required. Further details 481-0979 after 6 p.m.

MANHATTAN EASTER PACKAGES, 342-5466.

Oral History Montreal Studies

A Review of Projects in Progress and a Call for New Ones

April 10, 1984 11:30 am - 1 pm

Room N-422 Norris Conference Room
Graeme Decarie - Moderator

Speakers

Kwok Chan
Oral History of the Montreal Chinese Community

Kathryn Bindon
Little Burgundy/La Petite Bourgogne 1840-1980

Leah Sherman
A Comparison of the Influences of Anne Savage and Arthur Lismer